

Implementing the Multi-tiered System of Support with Fidelity

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Center on
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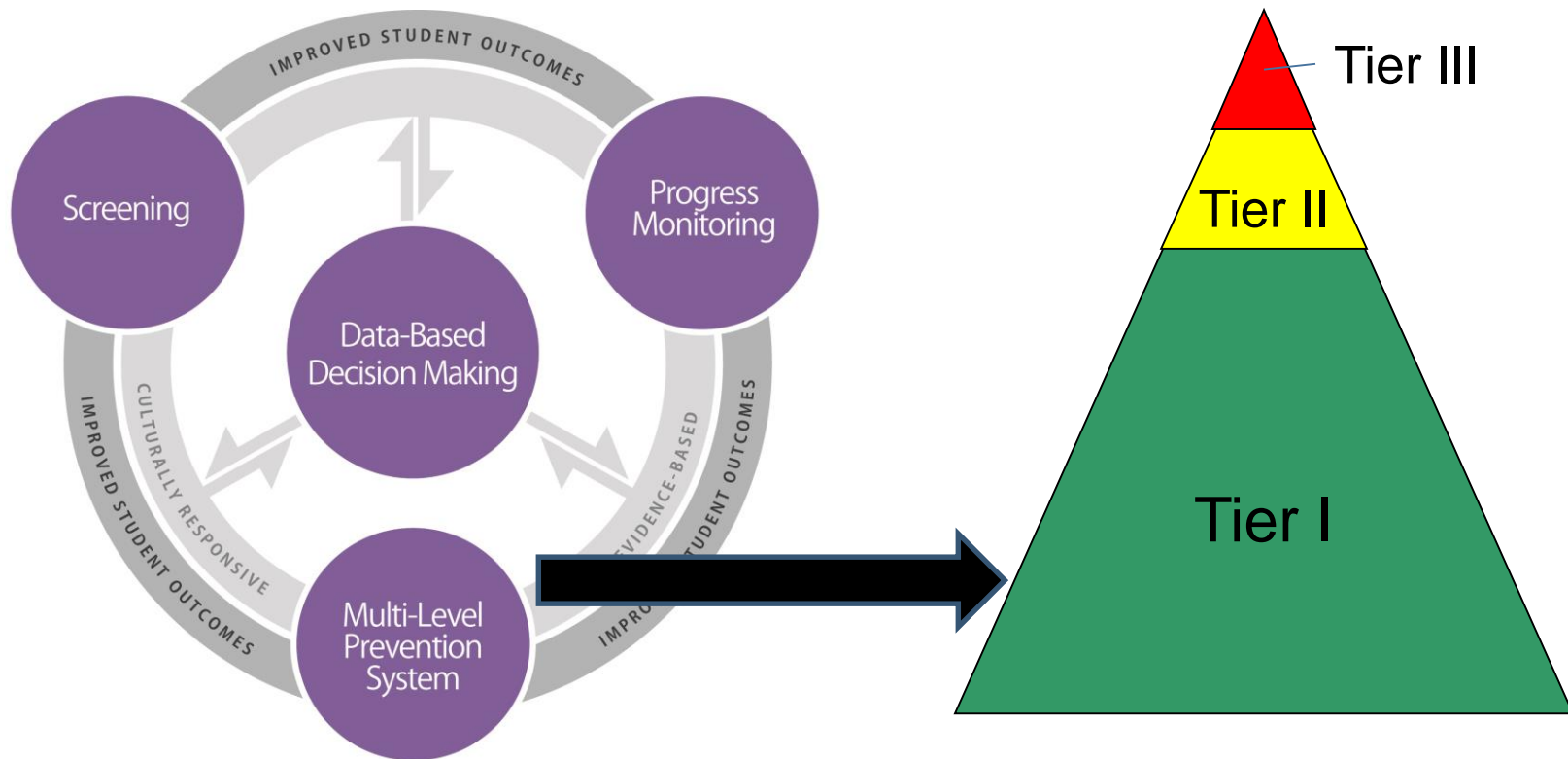


In this webinar...

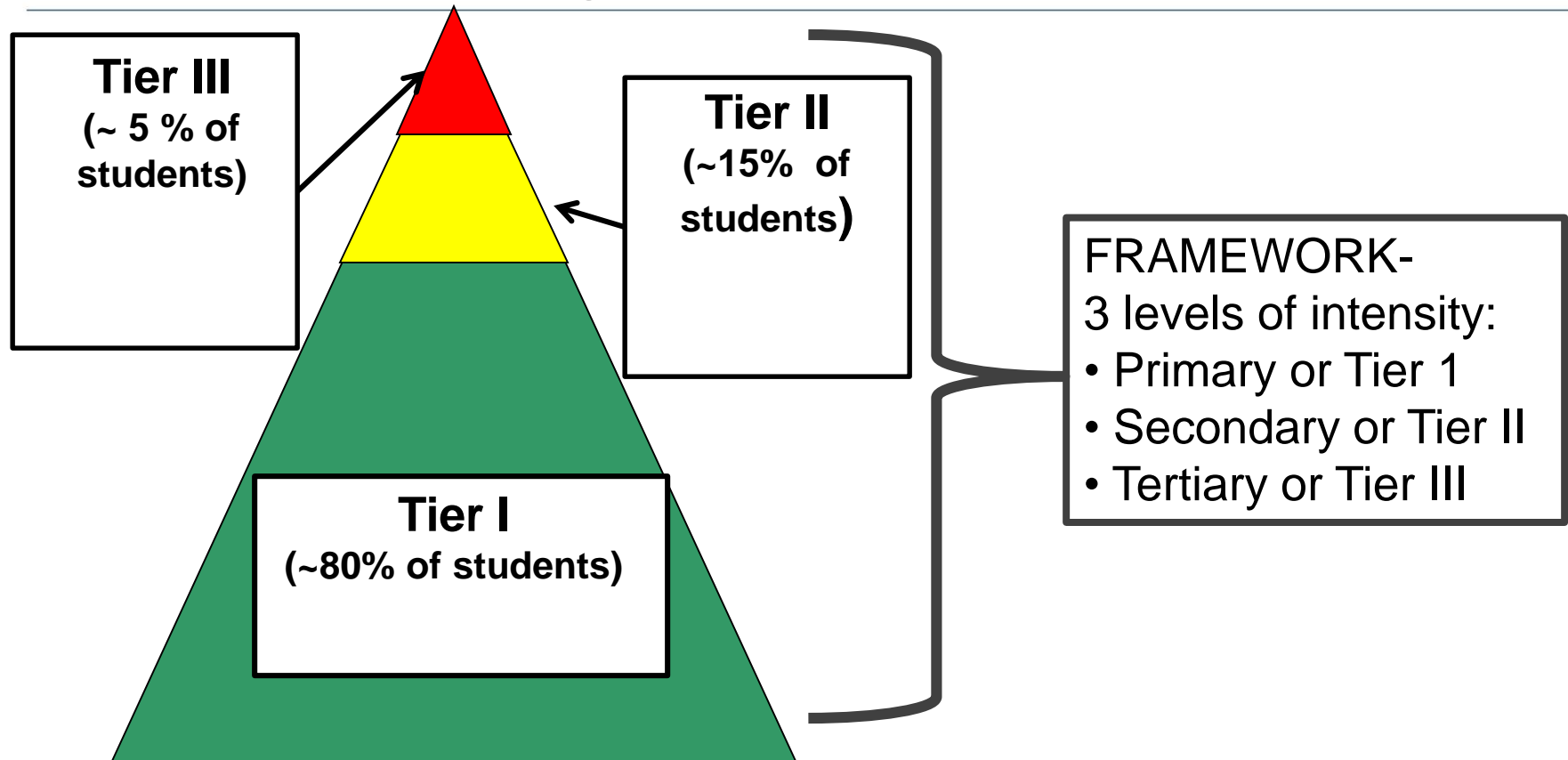
- What is the Multi-tiered System of Support?
- Tier I
 - Implementing Primary Tier with Fidelity
- Tier II
 - Implementing Secondary Tier with Fidelity
- Tier III
 - Implementing Tertiary Tier with Fidelity

What is the Multi-tiered System of Support (MTSS)?

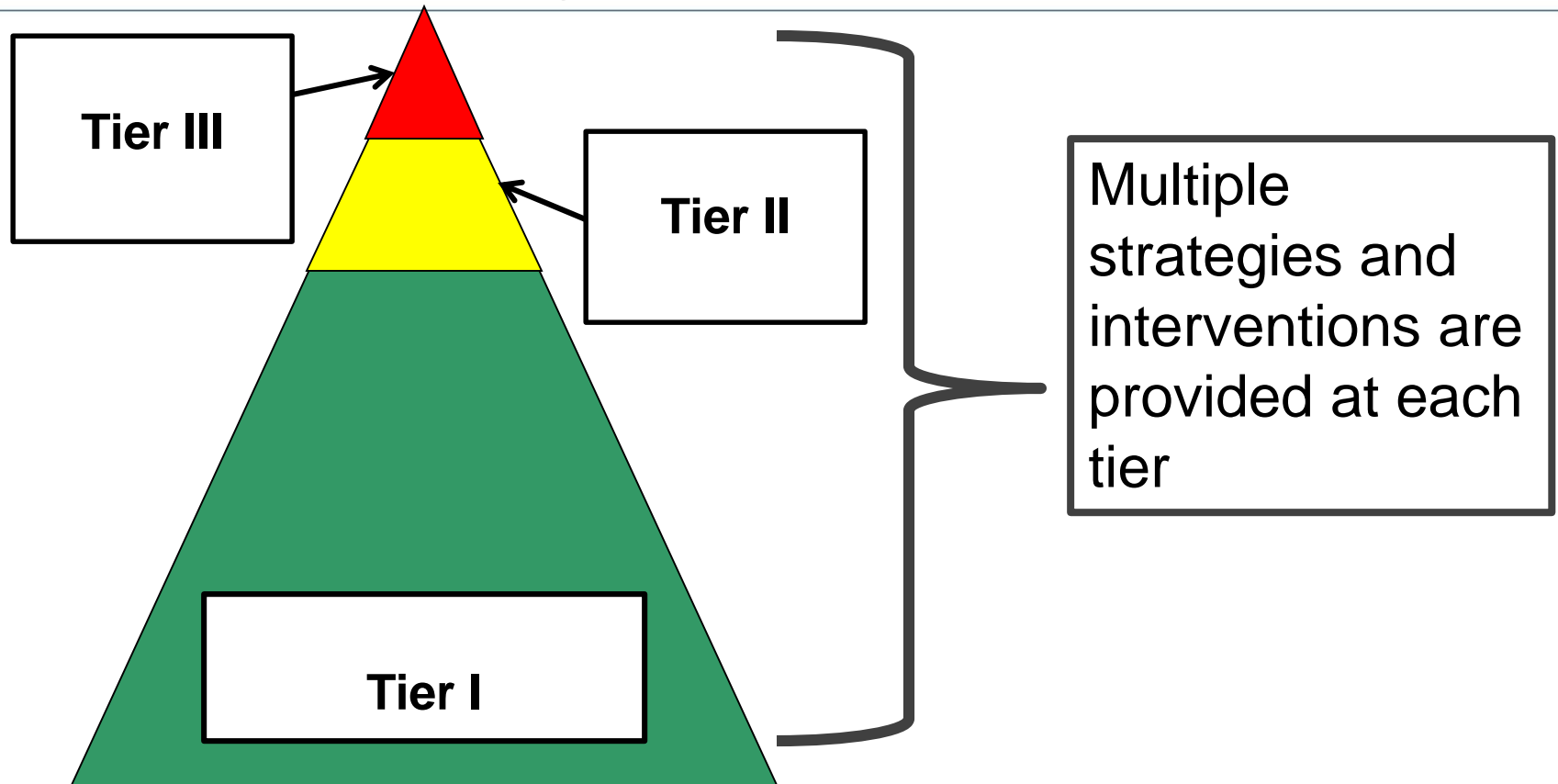
Essential Components of RTI



Multi-tiered System of Support



Multi-tiered System of Support



RTI Center recommends different evidence standards across intervention tiers.

Research-based curricula

- Recommended for tier I across subjects.
- Components have been researched and found to be generally effective.
- Curriculum materials have not been rigorously evaluated as a package.

Evidence-based intervention

- Recommended for tier II and, adapted at tier III.
- Materials evaluated using rigorous research design.
- Evidence of positive response for students who received the intervention.

(NCRTI, 2010)

Tier I

Primary Instruction

- **FOCUS:** ALL students
- **INSTRUCTION:** District curriculum and instructional practices that are research based; aligned with state or district standards; and incorporate differentiated instruction and flexible grouping

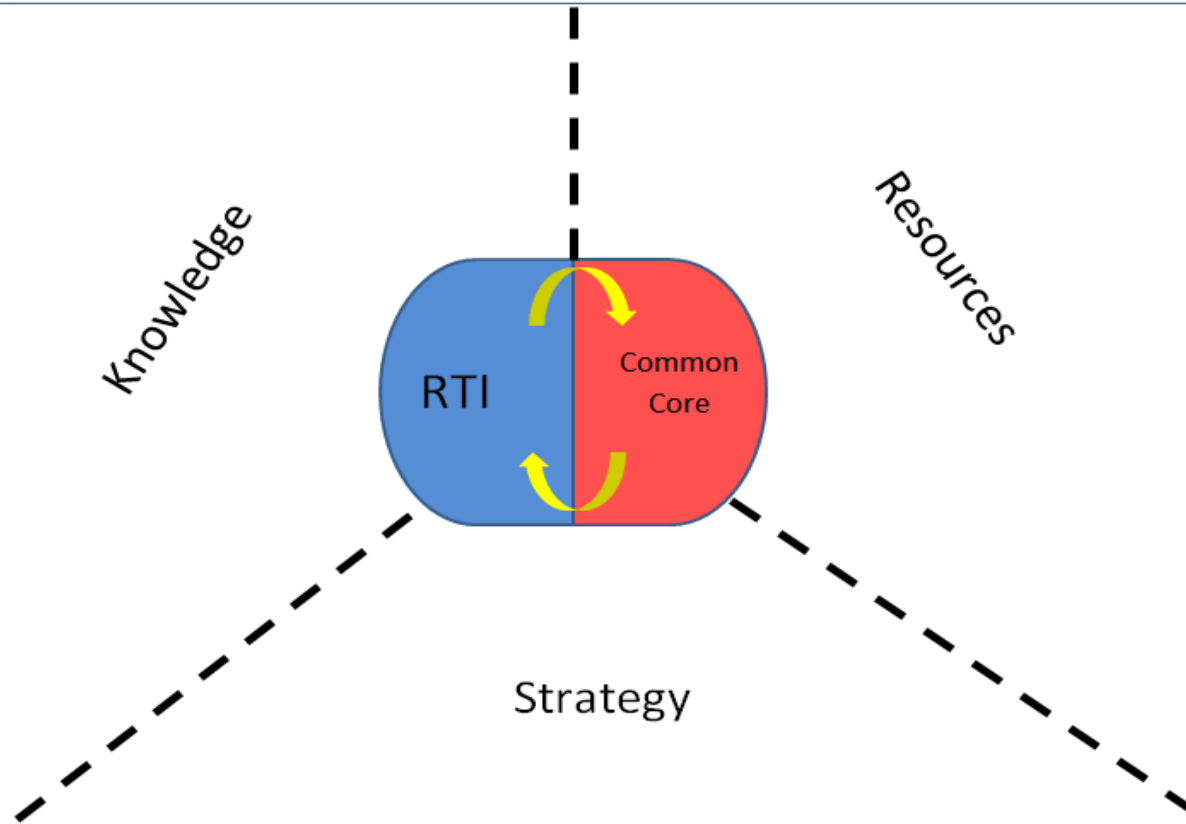
Primary Instruction

- **SETTING:** General education setting
- **ASSESSMENTS:** Screening, continuous progress monitoring, and outcome measures or summative assessments

What Is Primary/Core Curriculum in RTI?

- Course of study (skills, concepts) deemed critical
- What we want students to know; not where or how we teach students
- Usually mandatory for all students of a school or a school system

Common Core State Standards and Alignment to RTI



Differentiated Learning Activities in Core Instruction

- Offers students in the same class different teaching and learning strategies based on:
 - Student assessment data
 - Knowledge of student readiness
 - Learning preferences
 - Language and culture

What Are Differentiated Learning Activities?

- Involves
 - Mixed instructional groupings,
 - Team teaching,
 - Peer tutoring,
 - Learning centers, and
 - Accommodations to ensure that all students have access to the instructional program
- Is NOT the same as providing more intensive interventions to students with learning disabilities

Important Assessments at Tier I

- Screening data
 - Identify students who need additional assessment or instruction.
 - Evaluate the effectiveness of primary prevention for all students.
- Progress monitoring data
 - Confirm and disconfirm risk.

Implementing Tier I with Fidelity

Item	1	3	5
Multi-level Prevention/Intervention System —The framework includes a school-wide, multi-level system for preventing school failure.			
Primary Level Prevention/Core Curriculum			
Research-Based Curriculum Materials	The core curriculum materials are largely not research-based for the target population of learners (including sub-groups).	Some of the core curriculum materials are research-based for the target population of learners (including sub-groups).	All of the core curriculum materials are research-based for the target population of learners (including sub-groups).
Fidelity	Neither condition is met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	One condition is met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of the core curriculum; (2) the preponderance of evidence supports fidelity (i.e., the teacher rarely deviates from the materials or vendor-recommended activities, such as lesson content or pacing).
Articulation of Teaching and Learning (in and across grade levels)	Neither condition is met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one condition is met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both conditions are met: (1) Teaching and learning is well articulated from one grade to another; (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
Instruction	Neither condition is met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.	Only one condition is met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.	Both conditions are met: (1) Most or all teachers differentiate instruction; (2) teachers use students' assessment data to identify the needs of students.
School-Based Professional Development	The school has no well-defined, school-based professional development mechanism to support continuous improvement of instructional practice.	Some forms of professional development are available to teachers to support continuous improvement of instructional practice, but most are not school-based and do not establish a mechanism to continuously improve instructional practice.	School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice.

Indicators of Fidelity at Tier I

- ✓ Research-Based Curriculum Materials
- ✓ Fidelity
- ✓ Articulation of Teaching and Learning (in and across grade levels)
- ✓ Instruction
- ✓ School-Based Professional Development

Example: Instruction

- A score of “5” means:
- What questions could you ask to determine a school/district’s score?
- What evidence could be collected?

Both conditions are met:
(1) Most or all teachers differentiate instruction;
(2) teachers use students’ assessment data to identify the needs of students.

Tier II

Secondary Interventions

- **FOCUS:** Students identified through screening as at risk for poor learning outcomes
- **INSTRUCTION:** Targeted, supplemental instruction delivered to small groups

Secondary Interventions

- **SETTING:** Regular education classroom or other regular education location within the school
- **ASSESSMENTS:** Progress monitoring, diagnostic

Instruction at Tier II

- Staff members use to clearly articulated, validated evidence-based interventions that are aligned with the core curriculum
 - Explicitly follow evidence-based program as it was designed
 - High-quality instruction

Instruction at Tier II

- Staff members implement intervention based on the duration and time frame defined by the program developer.

For example: provide 30 minutes of reading instruction per day, three to five days per week in addition to core.

Instruction at Tier II

- The group size is optimal (according to research) for the age and needs of students
- Students are engaged throughout interventions

Important Tier II Assessments

- Progress monitoring
 - Monitor student response to secondary instruction.
 - Evaluate the efficacy of the secondary system.
 - Conduct at least monthly.
- Diagnostic assessment
 - Match students' needs to interventions.

Tier II Decision-Making

- Decisions about responsiveness to intervention
 - Are based on reliable and valid progress monitoring data.
 - Reflect judgment based on the slope of improvement or final status at the end of the intervention period.
- Decision-making rules are applied accurately and consistently

Tier II Decision-Making: Goal Setting

Goal Setting methods:

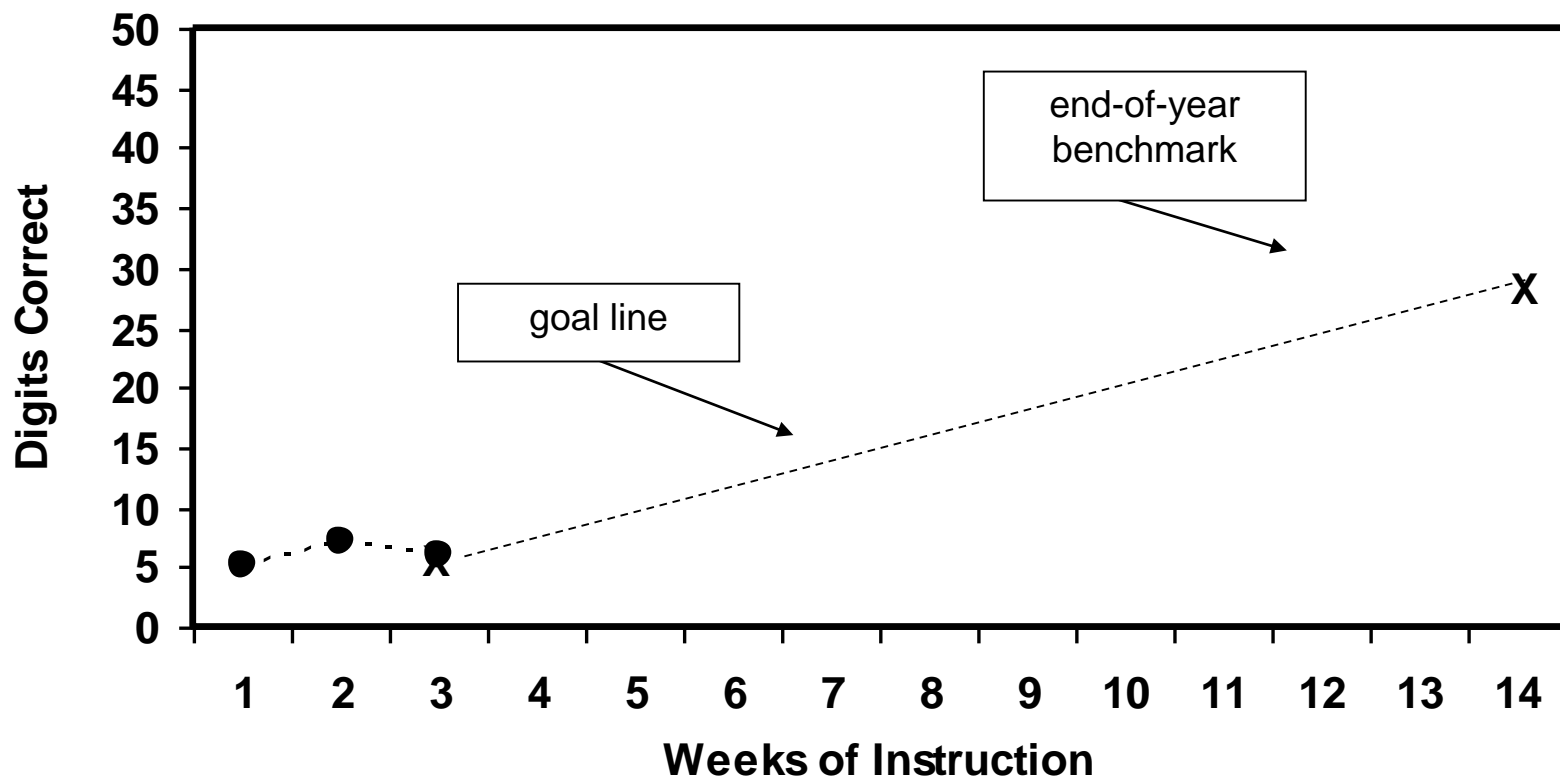
- End-of-year benchmarking
- National norms for weekly rate of improvement (slope)

Setting Goals With End-of-Year Benchmarking (Example)

Grade	Reading Task	Computation	Concepts and Applications
Kindergarten	40 sounds/min (Letter Sound Fluency)	—	—
Grade 1	60 words/min (Word Id Fluency)	20 digits	20 points
Grade 2	75 words/min (Passage Reading Fluency)	20 digits	20 points
Grade 3	100 words/min (PRF)	30 digits	30 points
Grade 4	20 replacements/2.5 min (Maze)	40 digits	30 points
Grade 5	25 replacements/2.5 min (Maze)	30 digits	15 points
Grade 6	30 replacements/2.5 min (Maze)	35 digits	15 points

Note: These figures may change pending additional RTI research.

Setting Goals with End-of-Year Benchmarking



Setting Goals With National Norms for Weekly Improvement (slope)

Grade	Reading— Slope	Computation CBM—Slope for Digits Correct	Concepts and Applications CBM— Slope for Points
1	1.8 (WIF)	.35	No data available
2	1.5 (PRF)	.30	.40
3	1.0 (PRF)	.30	.60
4	.40 (Maze)	.70	.70
5	.40 (Maze)	.70	.70
6	.40 (Maze)	.40	.70

Note: These figures may change pending additional RTI research and are specific to a certain tool.

Setting Goals With National Norms for Weekly Improvement (slope)

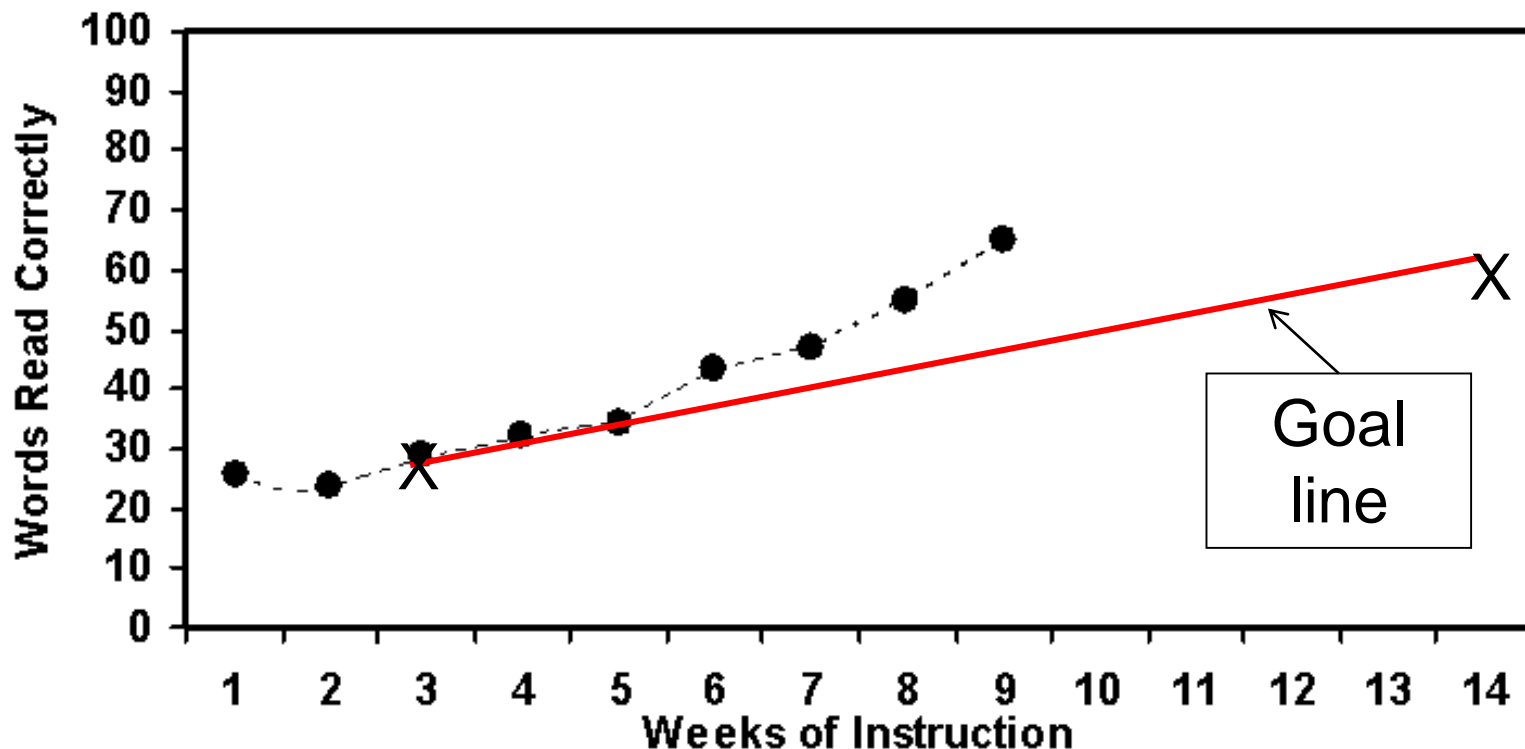
Standard Formula for Calculating Goal Using Rate of Improvement (ROI):

$$\text{ROI} \times \# \text{ Weeks} + \text{Baseline Score} = \text{GOAL}$$

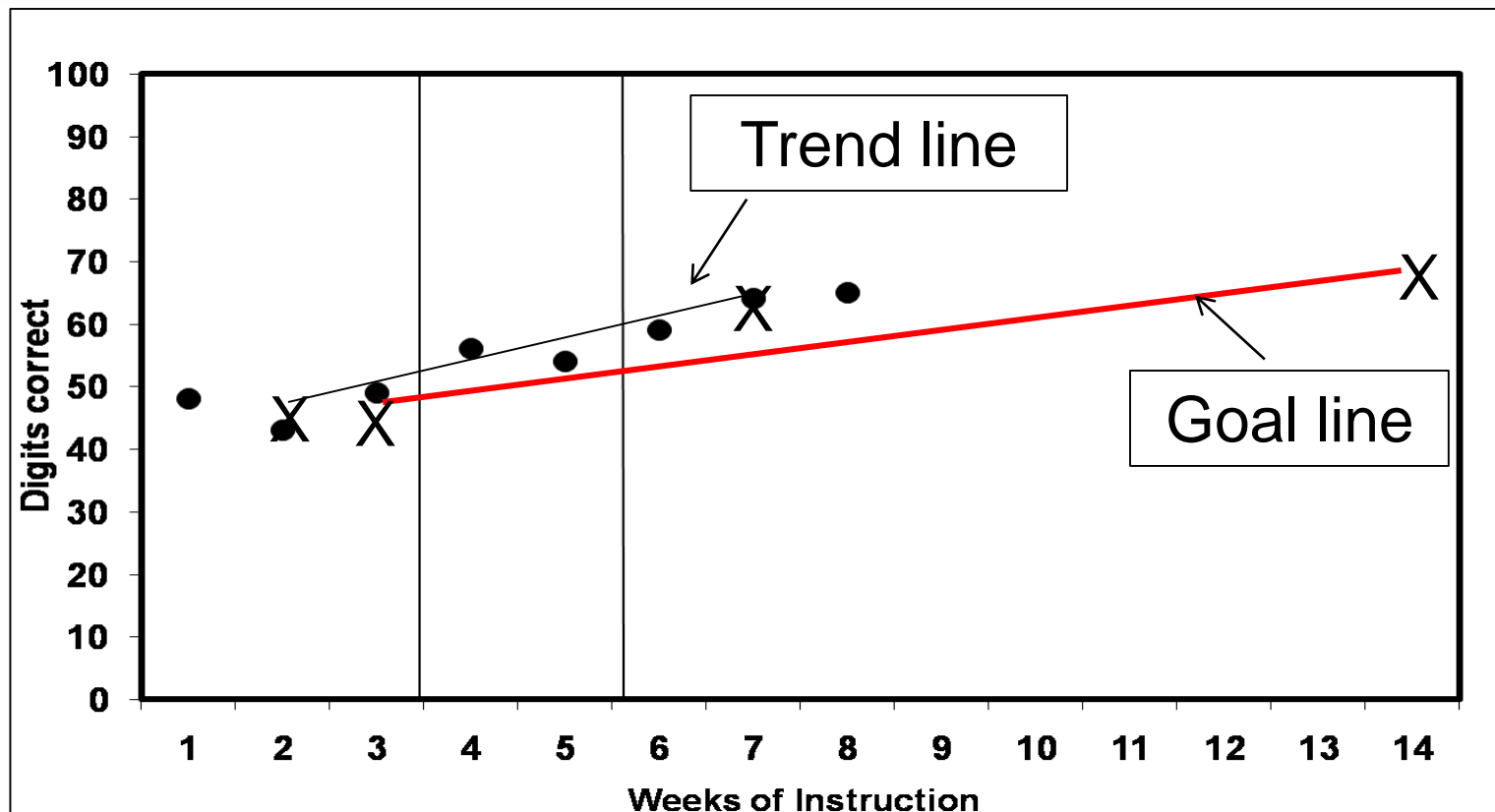
Tier II Decision-Making: Decision Rules

- Determine response to secondary interventions using
 - The four-point rule.
 - Trend-line analysis.
- Compare efficacy of secondary interventions.

Progress Monitoring: Determining Response Using the Four-Point Rule



Progress Monitoring: Determining Response Using Trend Line Analysis



Implementing Tier II with Fidelity

Item	1	3	5
Secondary Level Prevention			
Evidence-Based Intervention	The secondary level interventions are not evidence-based.	The secondary level interventions consist of a variety of strategies, of which only some are evidence-based and some are not.	All secondary level interventions are evidence-based.
Complements Core Instruction	Secondary level prevention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core instruction.	Secondary level prevention is generally aligned with core instruction but only occasionally incorporates foundational skills that support core instruction.	Secondary level prevention is well aligned with core instruction and incorporates foundational skills that support core instruction.
Fidelity	Neither condition is met: (1) Procedures are in place to monitor the fidelity of implementation of secondary level interventions; (2) secondary level implementation is generally implemented with fidelity in accordance with developer guidelines.	Only one condition is met: (1) Procedures are in place to monitor the fidelity of implementation of secondary level interventions; (2) secondary level implementation is generally implemented with fidelity in accordance with developer guidelines.	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of secondary level interventions; (2) secondary level implementation is generally implemented with fidelity in accordance with developer guidelines.
Instruction	Neither condition is met: (1) Secondary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Only one condition is met: (1) Secondary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Both conditions are met: (1) Secondary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.
Determining Responsiveness to Secondary Level Prevention	Neither condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level prevention; (2) these decision making criteria are implemented accurately.	Only one condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level prevention; (2) these decision making criteria are implemented accurately.	Both conditions are met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level prevention; (2) these decision making criteria are implemented accurately.
Addition to Primary	Secondary level interventions replace core instruction.	Secondary level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary level interventions supplement core instruction.

Indicators of Fidelity at Tier II

- ✓ Evidence-Based Intervention
- ✓ Complements Core Instruction
- ✓ Fidelity
- ✓ Instruction
- ✓ Determining Responsiveness to Tier II
- ✓ Addition to Primary

Example: Determining Responsiveness to Secondary Level Prevention

- A score of “5” means:
- What questions could you ask to determine a school/district’s score?
- What evidence could be collected?

Both conditions are met:
(1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of secondary level prevention;
(2) these decision making criteria are implemented accurately.

Tier III

Tertiary Interventions

- **FOCUS:** Students who have not responded to primary or secondary instruction
- **INSTRUCTION:** Intensive, supplemental instruction delivered to small groups or individually

Tertiary Interventions

- **SETTING:** General or special educator setting (depending on needs of the student)
- **ASSESSMENTS:** Progress monitoring, diagnostic

Instruction at Tier III

- Start with evidence-based Tier II intervention and deliver with greater intensity.
 - Quantitative adaptations
 - Qualitative adaptations
- Conduct and use student progress monitoring and diagnostic data to intensify and individualize intervention.
- Ensure the process is recursive and ongoing.

Changing the Intensity and Nature of Instruction

- Quantitative changes
 - Duration
 - Frequency
 - Interventionist
 - Group size

Changing the Intensity and Nature of Instruction

- Qualitative changes:
 - Alter instruction based on learner characteristics (e.g., addressing working memory or attention problems)
 - Change content delivery method
 - Change how students respond
 - Increase the amount of adult feedback and error correction students receive
 - Increase frequency/specificity of checks for retention
 - The materials, curriculum, or whole intervention

Important Tier III Assessments

■ Progress monitoring

- Frequent progress monitoring (weekly) is recommended.
- Continuously monitor progress based on established learning trajectories indicated by the goal line.

■ Diagnostic

- Match instruction to needs.
- Inform individualized instructional planning.

Tier III Decision-Making

- Decisions about responsiveness to intervention
 - Are based on reliable and valid progress monitoring data.
 - Reflect judgment based on the slope of improvement or final status at the end of the intervention period.
- Decision-making rules are in place and applied accurately.

Tier III Decision-Making: Goal Setting

- End-of-year benchmarking
- National norms for weekly rate of improvement (slope)
- **Intra-individual**

Setting Goals With Intra-Individual Framework

Intra-individual goal setting method:

- Identify weekly rate of improvement (slope) using at least eight data points
- Multiply slope by 1.5
- Multiply by number of weeks until end of year
- Add to student's baseline score
- This is the end-of-year goal

Tier III Decision-Making: Decision Rules

- Determine response to secondary interventions using
 - The four-point rule.
 - Trend line analysis and slope.

Implementing Tier III with Fidelity

Item	1	3	5
Tertiary Level Prevention			
Evidence-Based Intervention	Neither condition is met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.	Only one condition is met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.	Both conditions are met: (1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction; (2) tertiary interventions are more intensive than secondary interventions.
Fidelity	Neither condition is met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.	Only one condition is met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.	Both conditions are met: (1) Procedures are in place to monitor the fidelity of implementation of tertiary level interventions; (2) the preponderance of evidence supports fidelity.
Instruction	Neither condition is met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Only one condition is met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.	Both conditions are met: (1) Tertiary level interventions are led by well-trained staff; (2) group size is optimal (according to research) for the age and needs of students.
Determining Responsiveness to Tertiary Level Prevention	Neither condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.	Only one condition is met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.	Both conditions are met: (1) Decisions about responsiveness to intervention are based on reliable and valid progress monitoring data to reflect slope of improvement or final status at the end of tertiary level prevention; (2) these decision making criteria are implemented accurately.
Relationship to Primary	Neither condition is met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.	Only one condition is met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.	Both conditions are met: (1) Decisions regarding student participation in both primary and tertiary levels of prevention are made on a case-by-case basis, according to student need; (2) tertiary level interventions address the general education curriculum in an appropriate manner for students.

Indicators of Fidelity at Tier III

- ✓ Evidence-Based Intervention
- ✓ Fidelity
- ✓ Instruction
- ✓ Determining Responsiveness to Tier III
- ✓ Relationship to Primary

Example: Evidence-Based Intervention

- A score of “5” means:
- What questions could you ask to determine a school/district’s score?
- What evidence could be collected?

Both conditions are met:
(1) Tertiary level interventions are evidence-based standard protocols or based on validated progress monitoring methods for individualizing instruction;
(2) tertiary interventions are more intensive than secondary interventions.

For More Information...

- Follow the ND DPI for information about other webinars that are part of this series:
 - ✓ Implementing Response to Intervention with Fidelity
 - ✓ Implementing Screening with Fidelity
 - ✓ Implementing Progress Monitoring with Fidelity

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